

STUDENT LEARNING OBJECTIVE – BUILDING ADMINISTRATOR

Content Area: ELA

Grade Level(s): 6-8

Objective Statement:

All students will improve their reading comprehension of informational text, as measured by their ability identify the general topic of a text, use explicitly stated information to answer questions about the text, and make inferences and/or draw conclusions about central ideas that are relevant to the text.

Rationale:

Based on end-of-year district assessments and NECAP data our students are struggling to respond to informational texts across all grade and content levels. This stunts student engagement, growth, and achievement throughout our middle school. Currently, the high school educators have indicated that our eighth grade graduates are unprepared for honors, AP, or other high level classes in high school. We believe increasing success in literacy skills focused on informational texts will lead to increased achievement in all classes at our school and when students enter high school. Furthermore, this is supported by the CCSS and the expectation that instruction align to 45% literary text and 55% informational text.

Students:

All students in grades 6, 7, and 8 (107 6th grade students, 109 7th grade students, and 112 8th grade students).

Interval of Instruction:

The interval of instruction will be the 2012-2013 School Year.

Baseline Data:

Last year, only 30% of students showed mastery of this skill on district-wide end-of-year assessments and only 30% showed proficiency. Beginning-of-year district benchmark assessment data (administered in English classes) indicates that 41% of 6th graders, 57% of 7th graders and 62% of 8th graders can proficiently read, comprehend, and respond to informational texts. Beginning-of-year Social Studies benchmark assessments further support this trend.

Target(s):

Based on beginning of year benchmark assessments and student data taken from portions of district-wide tests in English, Social Studies, and Science assessing students' ability to read, comprehend, and respond to informational texts we have sorted all students into three tiered targets.

- The 57 students who earned 80%-100% will maintain their high level of skill on assessments with increased text complexity by the end of the year as seen through quarterly assessments.
- The 163 students who earned 65%-79% will increase by an average of 10% on the quarterly assessments.
- The 108 students who earned below 65% will increase by an average of 20% on the quarterly assessments.

Rationale for Target(s):

We feel it is critical for students who have shown mastery to maintain their skills at their new grade level, for students who have shown proficiency to increase 10% and for students who have not shown proficiency to increase by 20% by the end of the year using quarterly assessments. We feel these targets maintain rigorous expectations for all students but are simultaneously attainable through increased supports to our most struggling students, expectations for all mid-tier students who currently show proficiency to progress toward mastery, and additional challenge tasks for our highest-performing students.

Evidence Source(s):

Quarterly assessments for each grade level focusing on informational texts have been created collaboratively between English, Science, and Social Studies teachers at our school and with consultation from our district's high school department heads. The passages include short articles, essays, and other informational texts. Students are asked to read, analyze, and respond through multiple choice and open response items.

Administration:

This assessment will be administered by grade-level teams the last week of each quarter.

Scoring:

The quarterly assessments will be scored collaboratively by the 6th, 7th, and 8th grade teams using department meetings to calibrate, score, and discuss data.